NAME: Lacey Folmar GRADE/SUBJECT: 6th/Writing Enrichment WEEK OF: 9/30-10/4/2024

| UNIT QUESTION(if applicable): | | | | | |
| --- | --- | --- | --- | --- | --- |
|  | ***MONDAY*** | ***TUESDAY*** | ***WEDNESDAY*** | ***THURSDAY*** | ***FRIDAY*** |
| **ESSENTIAL QUESTION**  **Learning Targets**  *“I can …”* | I can read text and use comprehension skills to answer questions.  I can write a narrative from the perspective of a character. | I can read text and use comprehension skills to answer questions.  I can write a narrative from the perspective of a character. | I can read text and use comprehension skills to answer questions.  I can write a narrative from the perspective of a character. | I can read text and use comprehension skills to answer questions.  I can write a narrative from the perspective of a character. | I can read text and use comprehension skills to answer questions.  I can write a narrative from the perspective of a character. |
| **KEY VOCABULARY** | Sequence of Events  Context Clues  Relationship of Characters  Setting  Compare/Contrast  Narrative Writing | Sequence of Events  Context Clues  Relationship of Characters  Setting  Compare/Contrast  Narrative Writing | Sequence of Events  Context Clues  Relationship of Characters  Setting  Compare/Contrast  Narrative Writing | Sequence of Events  Context Clues  Relationship of Characters  Setting  Compare/Contrast  Narrative Writing | Sequence of Events  Context Clues  Relationship of Characters  Setting  Compare/Contrast  Narrative Writing |
| **ACTIVATING STRATEGY**  *(Before)*  *Bell Ringers/ Warm Up* | ACAP Bellringer: Comprehension | ACAP Bellringer: Comprehension | ACAP Bellringer: Comprehension | ACAP Bellringer: Comprehension | ACAP Bellringer: Comprehension |
| **Strategies used to Implement Lesson /Marzano Strategies**  **(**examples: think-pair-share on World War II, carousel brainstorm on cells, notes on decimals) | Students will take a practice checkpoint for ELA in StudySync. This will count as a daily grade. | Students will begin working on their narrative writing daily grade. | Students will continue working on their narrative writing daily grade. | Students will continue working on their narrative writing daily grade. | Students will finish their narrative writing daily grade. |
| **SUMMARIZING EXIT SLIP** *(After)* | I will review the practice checkpoint. | Students will review their narrative rubric. | Students will review their narrative rubric. | Students will review their narrative rubric. | Students will review their narrative rubric. |
| **ACOS**  **STANDARDS** | ELA21.6.R1 Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.ELA21.6.1 Identify and explain an author’s rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, to develop central and supporting ideas.ELA21.6.3 Explain how authors use setting, plot, characters, theme, conflict, dialogue, and point of view to contribute to the meaning and purpose of prose and poetry, using textual evidence from the writing.ELA21.6.7 Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.ELA21.6.7a Write narratives incorporating key literary elements, including characters, plot, setting, point of view, resolution of a conflict, dialogue, 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sensory details. |
| **MATERIALS USED** | chromebooks, pencils | chromebooks, pencils | chromebooks, pencils | chromebooks, pencils | chromebooks, pencils |
| **Literacy Standards Used (See the MOC for a list of content appropriate standards):** ELA21.6.R1 Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.ELA21.6.1 Identify and explain an author’s rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, to develop central and supporting ideas.ELA21.6.3 Explain how authors use setting, plot, characters, theme, conflict, dialogue, and point of view to contribute to the meaning and purpose of prose and poetry, using textual evidence from the writing.ELA21.6.7 Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.ELA21.6.7a Write narratives incorporating key literary elements, including characters, plot, setting, point of view, resolution of a conflict, dialogue, and sensory details. | | | | | |
| **Technology Used:**  Smartboard and Chromebooks | | | **Supplementary Materials Used:**  **Alabama ACAP Success Grade 6 English Language Arts Book by the American Book Company** | | |
| **ACCOMMODATIONS:** ✔ Retake Tests, Preferential Seating, ✔ Shorter Assignments, ✔ Additional Time, EL Strategies, ✔ Language Modifications,  Compacting the Subject (gifted), Less Repetition (gifted), Alternative Assessment, Other: X | | | | | |